

# Public Libraries

(MONTHLY)

Vol. I

September, 1896

No. 5

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# Public Libraries

(MONTHLY)

Vol. I

September, 1896

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## A. L. A. Library Primer.

(Under revision)

[The work of getting out the August division of the *Primer* was unavoidably delayed and much hindered by outside matters, so that several typographical errors crept in. In shifting the cut for the magazine record from p. 118 to p. 117 the type under it was not removed, so that the cut of the book card which appears on p. 118 has an incorrect name under it. The card pocket should have been labeled *reduced*. These mistakes are misleading, and we call attention to them.—ED. PUBLIC LIBRARIES.]

## Appendix C

(Under revision)

### Glossary of library terms compiled from various sources

(Alice B. Kroeger, librarian of Drexel Institute, Philadelphia)

**Absolute location**—See fixed location.

**Accession** (verb)—To enter in the accession-book or official record of additions, the title of each book in the order of its acquisition.

**Accession-book**—The business record book of all volumes in a library in the order in which they are received. It gives a brief account of each volume, how obtained, price, and such items as may preserve a record of its history in the library.

**Accession department**—That department of a library's administration which includes the selection, ordering, and accessioning of books.

**Accession number**—The number given to a volume in the order of its acquisition, corresponding to the number opposite its entry in the accession book.

**Accession order**—Arrangement of books on the shelves according to the order of their addition to a class as distinguished from an alphabetical arrangement.

**Added edition**—The entry of more than one edition of a book on a catalog card. The second and following are called added editions.

**Added entry**—In cataloging, all entries for a book except the main author and main subject cards. They generally omit full title and imprint.

**Alcove**—A recess in a library, formed usually by two bookcases projecting from the wall, making a very small room which is generally fitted up for purposes of study.

**Alphabetic-classed catalog**—A subject catalog made by class entry, in which the classes are arranged alphabetically and the subdivisions of the classes are also arranged in alphabetical order.

**Analytical entry (or Analytical)**—Entry (whether under author, title, or subject), of a distinct part of a book.

**Anonymous**—Published without the author's name.

**Application blank**—A printed form furnished by a library to be filled out by persons applying for the use of its books.

**Author**—The person who writes a book; in a wider sense it may be applied to him who is the cause of a book's existence. *Cutter.*

**Author card**—The entry in a card catalog under the author of a book.

**Author catalog**—A catalog in which the author entries are arranged separately in alphabetical order.

**Author entry**—The registry of a book having its author's name for heading.

**Author number**—A combination of letters and figures assigned to each book for the purpose of preserving on the shelves an alphabetical arrangement by author under each class.

**Author table**—A printed list used in assigning author numbers.

**Bibliography**—The science which embraces the history and description of books, treats of their authors, subjects, typography, editions, materials, etc.

Also used to mean a list of the books or authorities on any particular subject, as, a bibliography of architecture.

**Complete bibliography**—A list of all books on an author or subject.

**General bibliography** (or universal bibliography)—Includes bibliographies whose object is to enumerate the titles of books of every age and country and on all subjects.

**National bibliography**—Record of books printed in a certain country.

**Select bibliography**—A list of the best books on an author or subject.

**Special bibliography**—Confined to books on some particular author or subject and may include all or a selection of the books on that subject or author.

**Trade bibliography**—Application of bibliography to the purchase of books.

**Binder's title**—The name placed by the binder on the back of a book.

**Bindery book**—A book kept for the purpose of recording in it the titles of all books sent to the bindery.

**Bindery slip**—A slip sent with each volume to the bindery on which is given directions to the binder in regard to its lettering and style of binding.

**Binding**—The cover of a book after the volume has been folded and sewn.

**Blind-tooled**—A book is blind-tooled when the tools are impressed upon the leather without gilding.

**Boards**—A book is said to be "in boards" when the boards are covered only with paper, in distinction from one whose boards are covered with leather or cloth.

**Book**—A number of written or printed sheets fastened or bound together usually with a cover put on.

**Book card**—A card on which is written the call number or name of the book to which it belongs, and which is used in charging the book to a borrower.

**Book number**—A letter, number, or any combination of numbers, letters or characters assigned to a book in order to distinguish it from all other books in the same class.

**Book plate**—A label pasted in a book to mark its ownership and to indicate its location in a library.

**Book pocket**—A pocket pasted inside the cover of a book to hold the book card or the borrower's card.

**Book support**—A prop, made in various styles, which is placed upon a shelf to prevent books from falling over, thus preserving the binding and keeping order on the shelves.

**Book tag**—A small label usually pasted on the back of a book on which is written its call number.

**Book binding**—See binding.

**Borrower's card**—A card given after receipt of application blank to indicate the borrower's right to draw books.

**Borrower's index**—An alphabetical list of all borrowers, serving as an index to the registration book.

**Borrower's register**—See registration book.

**Branch library**—A collection of books forming a small library, which although belonging to the main library and reporting to it, circulates its books independently.

**Broadside**—A sheet of paper printed on one side only.

**Call number**—The number, or combination of numbers and letters, which indicates the location of the book on the shelves. In libraries using the relative location the class number and book number together constitute the call number.

**Call slip**—A printed blank furnished by the library for the use of borrowers on which must be enumerated the authors, titles and call numbers of the books wanted.

**Caption**—The name given at the head of the first page of text. *Cutter*.

**Card catalog**—A catalog of books in a library in which each entry is made on a separate card. The cards are of the same size and stand on edge in drawers, trays or boxes, and may be arranged either alphabetically or numerically.

**Card catalog case, or card case**—A case of drawers for the storage of the cards forming the card catalog.

**Card volume system**—An arrangement for a card catalog whereby the cards or slips are held together by an adjustable binder in the form of a book instead of in drawers, as in the common form of the card catalog. Sometimes known as the Leyden form of card catalog.

**Case**—Two faces of shelving together, with front edges of the books facing in and the backs showing on each face. *Dewey*.

**Case work**—In book binding applied to that binding in which the cover is made separately; the volume is then glued and fastened into the cover.

**Catalog, or catalogue**—A list or itemized record of all the books in a library.

**Catalogue raisonne**—A classified catalogue

usually containing more or less full comments and descriptions.

**Catch-word entry**—Entry made from some word of the title other than the first word and not indicative of the subject, but likely to be remembered and used by borrowers in asking for a book. *Cutter*.

**Charging desk**—The place where books are returned and received by borrowers.

**Charging system (or loan system)**—Method used in keeping an account of the loan of books.

**Children's home library**—A collection of 18 carefully selected books and two periodicals placed in the home of a child who acts as librarian and who chooses about ten children to form a group which meets once a week and is visited by someone who acts as friend and adviser to the children. Designed to reach the class of children who are not reached by the free public library.

**Circulating library**—A library from which the borrowers may take books for use at home or elsewhere under certain restrictions; distinguished from a library of reference.

**Class**—A grouping of subjects which have characteristics in common. *Cutter*.

**Class entry**—Registering a book under the name of the class; in the subject catalog used in contradistinction to specific entry. *Cutter*.

**Class list**—See shelf list.

**Class number**—A number, letter, or combination of numbers, letters or other characters, which stands for the subject of a book, and sometimes indicates the location of the book in the library.

**Classed catalog**—A catalog made by class-entry, whether the classes so formed are arranged logically as in the systematic kind or alphabetically as in the alphabetic-classed. *Cutter*.

**Classification**—1. The act of grouping together in classes books which have the same subject or form.

2. The scheme on which the classes are divided.

**Broad classification**—Classifying books so that they are grouped by large classes rather than by minute subdivisions of the classes.

**Close classification**—Bringing together all the books on a given topic by subdividing classes as closely as possible.

**Classify**—To group together books which have the same subject; to assign numbers indicating the class of a book from a given scheme of classification.

**Collate**—1. To examine a book to see that all the pages, plates, etc., are there and that they are in correct order. In book binding the collating follows the gathering of the sheets.

2. To collect, compare and examine critically books and manuscripts.

**Colon abbreviations**—A series of common forenames abbreviated by using the initial followed by a colon.

**Compiler**—One who produces a literary work by collecting and putting together written or printed materials from various sources.

**Copy number (or copy letter)**—A figure or letter added to the call number of a book to distinguish different copies of the same book from each other.

**Cross reference**—Reference from one subject to another. *Cutter*. (In dictionary cataloging.)

In a classed catalog when a book treats of more than one subject or may be useful under more than one class, the reference made under any subject other than the main class, is called cross reference. (Corresponds to double entry in dictionary cataloging.)

**Decimal classification**—A system for classifying books devised by Melvil Dewey, the distinguishing features of which are the grouping and numbering of the heads by the common arithmetical figures treated decimaly.

**Delivery station**—A place where borrowers of a public library may receive

and return books without going to the main library. The books are collected and sent to the main library with the borrowers' orders for new books.

**Departmental library**—1. A type of library in which all the books are separated into distinct libraries, each of which covers a special field, contains all the books in the library on that subject, and has a separate room with a special library and catalog.

2. In university and college libraries applied to a collection of books kept in a department of the college not in the main library but under its control.

**Depository**—A library designated to receive, store and keep for use the publications of the United States government, is called a "government depository."

**Dictionary catalog**—That form of catalog in which the headings (author, title, subject and form) are arranged alphabetically, and it is distinguished from other alphabetical catalogs by giving specific entry in all cases and by having individual entry.

**Double entry (in dictionary cataloging)**—The entry of a book treating of more than one subject under each distinct subject.

**Double entry charging system**—A system for charging books in which two records—usually the records of book and reader—are kept at the library.

**Dummy**—A thin board on which a label is pasted indicating the locality of a book kept elsewhere than in its regular place.

**Edition**—The total number of copies of a book, or periodical published at the same time.

**Editor**—One who superintends or prepares a book, periodical, etc., for publication.

**End papers**—The blank leaves placed at the beginning or end of a book in binding. Also called fly-leaves or end leaves.

**Entry**—Registry of a book in the catalog.

- Entry word**—The first word under which the book is registered in the catalog.
- Expansive classification**—A system of classification devised by G. A. Cutter.
- Face**—The entire unbroken front of shelving on one side of a double case or on one side of a room or gallery. *Dewey*.
- Finding-list**—A condensed catalog of the books in a library, omitting descriptions of editions, and containing usually simply author's name, brief title and call number.
- First-word entry**—Entry made from the first word of a title not an article.
- Fixed location**—The placing of books on shelves where their location in the library is never altered.
- Fold symbol**—The designation of the size of a book by the number of the fold of the paper, as 4°, 8°, etc.
- Fore-edge**—The front edge of a book.
- Form**—In classification used to mean the grouping of books according to the manner or form in which they have been written.
- Form entry**—Registry under the name of the kind of literature to which the book belongs. *Cutter*.
- Free library**—See free public library.
- Free public library**—One organized under state laws, supported in part at least by local taxation, managed as a public trust and which allows the free circulation of its books alike to every resident of the community.
- Full binding**—A binding in which all the outside of the back and sides is of one piece of cloth or leather.
- General cross-reference card**—See reference card.
- Half binding**—A binding in which the back and corners are covered with the leather or material mentioned and the sides with paper or cloth.
- Half title**—The name of the book placed on the leaf preceding the title page.
- Headband**—The silk or cotton ornament placed at the head and tail of the inner back of a book.
- Heading**—The word by which the alphabetical place of an entry in the catalog is determined. *Cutter*.
- Home library**—See children's home library.
- Imprint**—Includes merely place, publisher, date, size and number of volumes, but is often used to cover also number of pages, illustrations, maps, engravings, etc.
- Incunabula**—Books printed before 1500.
- Independent**—In cataloging, when two books are bound together as one volume, each having a distinct pagination and title page, they are said to be independent.
- Index**—An alphabetical list of topics treated in a book or books, showing exactly where in the book or books the subject is to be found.
- Indicator**—A contrivance used in English libraries for displaying by means of numbers differently colored, or numbered spaces left blank, shown in a frame facing the public, the books which are to be had for reading.
- Information desk**—A place set aside in a library where readers may find someone to assist them in their search for information.
- Inter-library loans**—An arrangement made between libraries whereby one library may borrow from another library books which are difficult to obtain, or wanted for some special purpose by a responsible borrower.
- Joint authors**—A book written by two or more authors conjointly is said to be by "joint authors."
- Joint author card**—In card cataloging applied to the second and following cards written for the joint authors of a book.
- Large paper edition**—An edition of a book printed on paper of extra size, allowing wide margins; the letter-press is the same as in the small paper edition.
- Ledger system**—A system for charging books in which the records are kept in a book instead of on slips or cards.
- Lending library**—See circulating library.
- Letter symbol for size notation**—The designation of the size of a book by the letter of the size, founded on actual

**measurement** (not on the fold) as agreed upon by the American Library Association.

**Librarian**—One who has charge of the books, contents and administration of a library.

**Librarianship**—The position and duties of a librarian.

**Library**—1. A collection of books and other literary material kept for reading, study and consultation.

2. A place, building, room, or rooms set apart for the keeping and use of a collection of books, etc.

**Library science**—The science relating to the administration of libraries.

**List price**—The price of a book as quoted by the publisher in his catalog.

**Loan desk**—See charging desk.

**Loan system**—See charging system.

**Main entry**—The principal entry of a book in the catalog usually giving fuller title and imprint information than other entries.

**Main entry word**—The first word on the principal catalog entry, usually the author's name.

**Mercantile library**—A subscription library established for and managed by the mercantile class.

**Movable location**—The position of books in a library when arranged by their subjects rather than by a fixed shelf number, the relative position of the classes remaining the same, while the actual location of the books in the library is movable.

**Net price**—The list price less all discounts; a book is quoted "net" when it has little or no discount to the trade.

**Notation**—A system of signs (figures, letters, arbitrary characters, or any combination of these marks) used to designate the class and book number or shelf number of the volumes of a library, so as to assist in finding or replacing them accurately and quickly.

**Order list**—The record kept of books as they are ordered.

**Out of print**—A book is out of print when the publisher has no more copies for sale.

**Paleography**—The science and art of deciphering ancient manuscripts and documents.

**Pamphlet**—A printed work consisting of one or more sheets of paper fastened together, but not bound.

*Biscoe.*

**Partial Title**—In cataloging an entry made for the secondary title of a book.

**Proprietary library**—A library that is owned on shares by a limited number of stockholders.

**Pseudonym**—A fictitious name assumed by a writer.

**Public document**—1. One of the regular official publications of a government.

2. All publications printed by order of Congress or by either house thereof.

**Public library**—One that is not restricted to the use of any class of persons in the community; open to all but not necessarily free. Often used with the same meaning as free public library.

**Public school library**—A library which is under the control of a board of education and supported by money from the school funds.

**Publisher's price**—See list price.

**Quarter binding**—A book which has leather or cloth on back only not on corners.

**Reading-list**—A list of the best books and articles on a subject, giving suggestions for reading and study designed to help the special student.

**Reading-room**—A room set aside for reading and study, usually provided with the current newspapers and periodicals.

**Recto**—The page to the right hand when the book is open, always the even number.

**Reference**—An entry referring to the place where all the entries under the word referred to may be found.

There was a time when the world acted on books; now books act on the world.—*Joubert.*

### Comments on A. L. A. Primer.

My chief criticism of the *A. L. A. Library Primer* is that the general tone is too democratic. The scholarly side of library work I think, ought to be emphasized more. There is danger of overestimating the purely technical requirements of the librarian. I believe in educating the public from the top downward—to paraphrase Bismarck's saying. The six years experience of this library shows that the standard of book selection was too low at the start and now it is hard to elevate it. The reference department has done the best work.

The advice, "put no money into rare books. A book—out of print 10 years . . . has no place in the active free public library" is, I think, very misleading. Many of the books in the A. L. A. model library are out of print but are extremely valuable. I think it would be better to say: "Buy no rare books simply because they are rare."

My experience is that the public's recommendation for books is of little or no value. One of our most cultured readers said to me recently, that his idea of a public library was that it should contain the books that one can find nowhere else. This idea carried too far would of course make the public library too exclusive and too aristocratic an institution, but, on the other hand, I think the profession ought to protest against the manifest tendency to bring the public library down to the democratic level of the newspaper. With the exceptions noted I think the *Primer* admirable.

Very truly yours,  
W. M. STEVENSON.

Carnegie Free Library.

In the July PUBLIC LIBRARIES the *Primer* says: "When a borrower returns a book, the librarian can learn, *from the date on the pocket*," etc. But at the top of the column, in describing the issue of a book, nothing is said about stamping date on pocket.

The pocket described, with its printed "information for borrowers," is probably an "L B.," and not suitable for stamping. Why not refer to the method of the St Louis public library? There a cheap manilla slip with plenty of spaces for dates is lightly tipped into each book on the fly-leaf opposite the pocket, *not* on the cover, for stamping on the inside cover of a book soon breaks the hinge in the binding. This is one objection to stamping on any form of pocket, which, to bear the weight of a heavy reader's card, must necessarily be pasted on cover.

The manilla slip is cheap, easily pasted in, as easily removed when filled, and another put in its place without disturbing pocket and book card. If it is desirable to have records of the popularity of certain books, the name of the book can be written on the back of the filled slip when it is taken out and then the slips are easily arranged and kept.

I have heard of another plan in use in some eastern library, I have forgotten where. Instead of stamping on the pocket or having a manilla slip in each book, the return clerk has at his elbow a tray of slips of paper numbered from 1 to 31. There must be a good many copies of each number arranged together, but the paper may be of the cheapest quality. When a book is returned and he has not time to look for its book-card immediately, he puts into the pocket one of the slips bearing the same number as the date on the reader's card, and lays the book aside.

This is only a slight variation of the system described in the *Primer*, but seems to have several good points. It saves the expense of new book pockets, which must be often replaced if they are stamped; it saves the expense of manilla slips and the time it takes to paste them in; it saves one stamping of the date when the book is issued, where speed is most necessary; and it seems to add little to the work of the return clerk who must always examine the date on the reader's card anyway to see whether the book is overdue. When the work is finally discharged the num-

bered slip is returned to its place in the tray and can be used again and again.

I have never seen the plan in actual operation and might find many objections to it in practice.

IRENE GIBSON.  
Public Documents Library,  
Washington, D. C.

In looking through the A. L. A. primer, as printed in PUBLIC LIBRARIES, the following suggestions occur to me:

p. 7. Access to shelves is still an open question and no positive statement should be made.

p. 42. In paragraph beginning "There," statements about adopting classification conflict.

In moderate-sized libraries it is not necessary to arrange books alphabetically under classes. I find simple initial M, M<sub>1</sub>, M<sub>2</sub>, etc., sufficient. Of course, fiction and individual biography are exceptions. I prefer *class-mark* and *call-mark* to *class-number* and *call-number* when letters are used. They are the more general terms.

p. 43. In speaking of cataloging make direct reference to A. L. A. rules and Cutter rules. The theory of dictionary cataloging might be briefly stated here.

In small libraries the card catalog for public and official use would be one. Only in large libraries is it necessary to have two.

p. 44. In order of work, collation and cutting leaves should come before accessioning. It might be stated that some librarians consider collation of new books unnecessary.

Cataloging should come before shelf-listing, because responsibility of settling author's name should be put on cataloger.

I cannot see necessity of varnishing labels. We should reduce the number of things to be done as much as possible.

p. 79. If pocket takes place of book-plate it should have name of library upon it. I am old-fashioned enough, however, to think that each book should have a regular bookplate.

What is advantage of putting authors on back of book-card at bottom rather than on front after call-mark? I have nothing but call-mark and never have any trouble.

p. 80. Paragraph beginning "Double" will be revised. I believe in fixing the number of books a reader may have, otherwise there will sometime be complaints of inconsistency and partiality.

p. 82. In speaking of museums it should be stated that it is as much an art to run a museum as a library. Call attention to Prof Goode's pamphlet on this subject.

In addition to the special comments above, I wish to say that the primer should be very carefully considered before it is put forth as the *dictum* of the A. L. A. I fear some important topics may have been overlooked, and many are still debatable. Yours truly,

GARDNER M JONES.

#### The A. L. A. Meeting for 1898

In reply to invitations to support the claims of Nebraska for the 1898 meeting, I have been forced to raise two serious objections, while recognizing the desirability of accepting the cordial invitation to meet in a state which is showing so much enterprise in library matters.

A large delegation will go to Europe next year and experience shows that it will be impossible to make a distant trip for most of the members in the succeeding year. The 1898 meeting must therefore be held at some point easily accessible to the majority of the members.

The Trans-Mississippi Exposition, which will be opened in Omaha in 1898 and which is urged as an attraction for Nebraska, will to the minds of most of us be a distraction instead. Remembering the experience at Atlanta and New Orleans, I believe much mere good will be done the libraries of any locality to have the association come alone by itself, rather than as the bob to a kite which occupies the public mind and public purse. MELVIL DEWEY.

**American Library Association**

**Eighteenth General Conference, Cleveland  
and Mackinaw.**

September 1-11, 1896

**PROGRAM**

**TUESDAY, September 1.—Afternoon—** Inspection of Cleveland libraries. Meeting of Executive Board.

8 p. m. *First Session.*—Hollenden hotel—Informal session preparatory to the work of the conference. Library appliances and souvenirs of previous meetings will be exhibited.

**WEDNESDAY, September 2, 9 a. m.—** *Second Session.*—President's address—John Cotton Dana, librarian public library, Denver, Colo.

Paper—Retrospect and prospect in the closing years of the century, J. N. Larned, Superintendent Buffalo library, Buffalo, N. Y.

Address—The new Congressional library building, Bernard Green, Washington, D. C.

Address—Public documents and the proposed new public document bill, F. A. Crandall, Supt of Public Documents, Washington, D. C.

Paper—Expert annotation of books, George Îles, Montreal, Canada.

2:30 p. m.—*Third Session.*—Reports. Executive board; Meetings; Proposed European trip; Library primer.

Treasurer: Report; Necrology.

Standing committees.

Sections.

Gifts and bequests—Caroline M. Hewins, librarian public library, Hartford, Ct.

Congress of women librarians at Atlanta—Alice B. Kroeger, librarian Drexel institute, Philadelphia, Pa.

Traveling libraries—John Thomson, librarian free library, Philadelphia, Pa.

*Evening*—Reception by the Rowfant Club.

**THURSDAY, September 3, 9 a. m.—Fourth Session.**—Paper—Exhibitions of engravings and pictures, C: A. Cutter, librarian Forbes library, Northampton, Mass., and S: S. Green, librarian public library, Worcester, Mass.

Paper—Advertising a library, Lutie E. Stearns, Supt circulating department public library, Milwaukee, Wis.

Paper—Library editions of popular fiction, C: R. Dudley, librarian city library, Denver, Colo.

10:30—Joint meeting of the A. L. A. and the Trustees Section. C: C. Soule, president of the Trustees Section, will preside. Many prominent library trustees have promised to be present. F: M. Crunden, librarian St. Louis public library, will address the meeting on behalf of librarians.

*Afternoon, Fifth Session.*—Cleveland afternoon, in charge of the local committee. Visit to the Woodland Branch and the Miles Park Branch of the Cleveland public library.

8 p. m.—*Sixth Session.*—Report of the committee on the A. L. A. catalog supplement. Mary S. Cutler, vice-director New York State library school, chairman. Discussion of a selected list of books.

**FRIDAY, September 4, 9 a. m.—Seventh Session.**—Paper—Relation of the bookseller to the librarian, Almon Burtch, of the library department of A. C. McClurg & Co.

Paper—"Do's," Ellen M. Chandler, Buffalo (N. Y.) library.

From 10 to 12:30 will be devoted especially to matters of interest to young and inexperienced librarians. Those to whom subjects have been assigned will endeavor to answer all questions asked them.

Library furniture, fixtures, and appliances—C: A. Cutter, librarian Forbes library, Northampton, Mass.

Old and new books; what to buy—

Caroline M. Hewins, librarian public library, Hartford, Ct.

Reading-room and periodicals—Hannah P. James, librarian Osterhout free library, Wilkes-Barre, Pa.

Accessioning, classifying, and cataloging—W. I. Fletcher, librarian Amherst college, Amherst, Mass.

Preparing books for issue, and charging systems—Frank P. Hill, librarian public library, Newark, N. J.

Reference books and reference work—S. S. Green, librarian public library, Worcester, Mass.

The librarian's annual report—Caroline H. Garland, librarian public library, Dover, N. H.

2:30 p. m.—*Eighth Session*.—Election of officers; reports of special committees; meetings of sections and state associations.

8:30 p. m.—Annual A. L. A. dinner—Hollenden hotel. Judge Hutchins, president of the board of trustees of the Cleveland public library, will preside.

12 p. m.—Leave by boat for Detroit.  
SATURDAY, September 5.—Guests of Detroit; leave at midnight for Mackinaw.

#### Conference Notes.

The one and a third fare rates also apply on steamboat lines and by lake and rail routes.

If local agent is not provided with certificates, buy a ticket to the next town that has them. Local agents will give this information.

Several publishers will have model libraries on exhibition. Scribner's, Appleton, Ginn are all giving increased attention to library needs.

Several very interesting exhibits will be made at Cleveland of library appliances, fittings, and furniture. Librarians will be interested in the model library, the traveling library from New York with all its fittings, library blanks and samples from the New York state

library school, the display made by the Library Bureau of stacks, catalog cases, cards, record books, blanks, and appliances, and the many souvenirs of the previous meetings.

The regular sessions will be held in the hall of the Chamber of Commerce. The Hollenden has been selected as headquarters. Rates, \$3 a day. Forest City hotel, close to place of meeting, \$2 a day.

Erle H. Merriman, of the St Joseph (Mo.) public library, will have charge of the arrangements for the trip to Detroit and Mackinaw. Those who desire special arrangements should see him at Cleveland.

The people who attend the A. L. A. are always considered to be first-class and desirable people to know, until they prove themselves otherwise, and everyone, therefore, is expected to lay aside stiff formality and consider himself bound to be sociable to all he meets.

It will be well to remember that one can never count on the changes of temperature, and the librarians and their friends taking the post-conference trip should provide themselves with both light and heavy clothing. Warm wraps will be very comfortable in the evening at Mackinaw.

Certificates should be deposited with the secretary of the A. L. A. as soon after arrival in Cleveland as possible. The railroad agent will be present one day only, September 3. The certificates will be good for return over same route only, and will be accepted in Cleveland up to and including September 15.

An urgent invitation will be presented by the Philadelphia contingent for the association to hold the meeting next year in the Quaker city. The final decision in regard to the European trip in 1897 will largely determine where the meeting will be held, but in case the foreign tour is decided upon affirmatively, Philadelphia is close to the seashore. The alternative of going to a secluded resort is next in turn, however, and may work against the city's chances.

The following circular letter has been sent out by State Librarian Campbell, of Nebraska, in regard to the meeting of the A. L. A. in 1898:

At the meeting of the A. L. A. at Cleveland, September 1-4 next, an invitation will be extended to the association to fix the place of meeting for 1898 in the city of Lincoln, Nebraska. The invitation will be urged for that year because an additional attraction will be offered in the Trans-Mississippi exposition which will be open in Omaha at the time, and which will be included in the post-conference.

Lincoln, by the census of 1890 had a population of 55,154. It is the state capital, and easy of access by rail from all directions. It is the seat of four important libraries; the State library with 36,000v, the University of Nebraska library with 40,000v, the public circulating library with some 15,000v and the State Historical Society library with about 10,000v. The University of Nebraska last year opened its new library building, and the university buildings which afford ample facilities for the association meetings will be at the association's disposal.

Omaha is less than 40 miles from Lincoln. Its census population was 140,000. It has a fine new public library building and a public library of over 50,000v.

The Trans-Mississippi exposition which will be held in Omaha in 1898 is an established fact. It has already received congressional recognition and a pledge of a government building and exhibit, and will be participated in by nearly all the states west of the Mississippi. It is proposed to secure for the exposition an exhibit of a model library, library furniture and fixtures, binding, and publications of leading publishers.

Nebraska has a strong state library association, organized in April, 1895, with a membership of almost all the libraries in the state. It is believed that a meeting of the A. L. A. in Lincoln in 1898 will not only be of pleasure and advantage to the members

who attend, but also give an impetus to library development in the state and surrounding states that would be beneficial from every point of view.

The members of the A. L. A. are to be entertained Wednesday evening, September 2, by the Rowfant Club, and will have an opportunity to see the club's collection of rare books and bindings and its own beautiful publications. The club-house contains a quantity of old colonial furniture, and candlesticks, one of the emblems of the club, are everywhere. At the annual meeting of the club on Candlemas day each member brings a candlestick, and the collection made in this way is remarkable.

Charles Orr, librarian of the Case library, one of the charter members of the club, sends us the following in regard to it:

#### The Rowfant Club.

The Rowfant Club of Cleveland is, next to the Grolier Club of New York, the most noted of the purely book clubs of the United States. In several respects it is unique. It is neither a literary club nor a social club, though it has some of the flavor of each. Its code of regulations states the object of the club to be "the critical study of books in their various capacities to please the mind of man, and the publication from time to time of privately printed editions for its members." Founded in 1892 as a protest against the rapidly growing commercial spirit of the city, it has had a prosperity far beyond the expectations of the small group of men who brought it into being. It has twice outgrown its rooms and is now permanently housed in its own building, a very comfortable old house on one of the oldest and best residence streets in the city.

The club derives its name from the country seat of the late Frederic Locker Lampson, in Sussex county, England, where he brought together a remarkably choice collection of books, known to book-lovers the world over as "the Rowfant books." The club possesses many precious mementoes

from the hand of this prince of book collectors, and the last piece of literary work he did was the arrangement of a volume of "Rowfant Rhymes," which was printed by the club, with an introduction by Austin Dobson. Among the other publications of the club might be mentioned the beautiful edition of the culprit fay; Landor's letters to Emerson; and a bibliography of Thoreau. It is needless to say that everyone of the publications of the club is now worth many times its publication price, and all are much sought after by book collectors everywhere.

Exhibitions have been held in the club rooms in the past three years, illustrating almost every subject connected with books and book-making, including their binding and illustration. Some of these have been open to the public and were largely attended. The book-plate of the club is a beautiful design by Will H. Low, engraved by Edward Bierstadt and printed in polychrome. The emblems of the club are the candlestick and the American gopher. The annual meeting of the club is held on Candlemas or "groundhog" day. No titles are recognized save those conferred by the club.

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The forty-fourth annual report of the public library of Boston contains a report of the examining committee for 1895. This examining committee included among others Barrett Wendell, Samuel S. Green, librarian of the public library of Worcester, and Caleb B. Tillinghast. The report is such as might be expected from a committee with such men upon it. In touching on several of the aspects of the work of the public library of Boston, it gives expression to some of the soundest doctrine on library administration that has recently found its way into print. This report taken in connection with the plain, straight forward, uncomplaining statement of Mr Putnam, of the situation from the librarian's point of view, makes most valuable reading.

### A. L. A. Organization

J. C. Dana

(Denver, Colo. public library.)

The American Library Association cannot purchase, for any money, such service as has always been rendered it gratuitously by its own members. The minute the association goes into the field as an employer, that minute it will lose from its administration much of that spirit of self-sacrificing zeal which has made possible its great growth and general progress. This consideration alone would seem almost sufficient to cause the rejection of any suggestion looking toward the employment of any paid official. The idea, however, of engaging some one at a fixed salary per year, who should devote his or her time entirely to the interests of the association, has been advanced more than once, and may, and that very properly, be advanced again. It has some reason on its side. It is an imposition, even though the person most concerned may not think it such, to ask of any active member of the library profession that he put much of his time and energy into the management of the affairs of the association. It is also somewhat of an imposition on the trustees of the library of which that member may have charge. They may feel that the experience gained by contact with members of the A. L. A., and with its affairs, comes back in the way of a broader outlook and improved management for their library. This argument, however, looks a long way. Moreover, the details of the A. L. A. management are each year more and more difficult of grasp by one person. Each year they demand more and more of the time and thought and energy of the person who undertakes to manage them.

The association can probably find, from year to year, those among its members willing and able to administer its affairs. People wise enough to do the work well—and wise enough to refuse to do it!

It is a fair question, however, if an association such as the A. L. A. strives

to be, and in fact already is, should put itself from year to year under peculiar obligations to certain of its members. Should not the administration of an institution which is eminently a business one, be run more in the business fashion?

So highly desirable is it, however—to turn again a moment to the other side—that the association keep in all its administration that genuine A. L. A. spirit, which, as I have already said, has made possible that progress of which we are all so proud, that it is scarcely probable that any immediate change will be made from voluntary to paid service in its administration.

I am saying these things simply to lead up to the suggestion, which has been made to me by more than one member of the A. L. A., that the present method of payment in goodwill be retained; but that the mass of detail which now falls in the main upon one of the association's servants, be divided up among several. The plan proposed is so to adjust the officers and their duties,—this, of course, involving changes in the constitution—that there shall be, as now, a secretary who shall have general oversight and control over all the affairs which pertain to that office under present arrangement; but that, in addition to this official, there be elected, or appointed, other officers who may be committees of one, or "assistant secretaries," who shall have immediate charge—one, for instance, of all matters of program, being in effect the executive officer of whatever program committee the executive board may appoint; one, of all matters of transportation and entertainment, railroads and hotels; one, of all matters of advertising, circularizing, and, in general, publicity and promotion. Each of these three assistant secretaries or committees would report to, and, within proper limits, take orders from the secretary proper; he, as now, acting under the advice and by the authority of the executive board. This arrangement would not interfere at all with the manner of administration which has proved

so happy and successful in actual practice, in which one person has his hand on the entire machinery of the association for a given year. We should still have our central authority. It would, however, if properly managed, greatly lighten the burden on that central authority, and make possible, one may believe, much work which at present cannot well be done.

Another thing to be considered in favor of this plan is that it would in a measure, bring into public service more of the A. L. A.'s administrative talent than is now made use of. There are many members who, absorbed in the management of their own libraries, are perhaps somewhat neglectful of the general interests of the association; who give it not much thought save as the time for its conference approaches, but who would give of their time and their ability, and that freely were they but called upon for certain specific duties. The general appeal to "help on the good work" is by no means so effective in producing active, individual effort, as is a specific request that a given person do a certain specific thing.

It must be understood, of course, that these remarks are intended, not as an argument, but simply as notes which may call the subject to the minds of the members, that they may be ready for its discussion at Cleveland if any one chooses to bring it up.

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Among several valuable articles in Library journal for August is an account by Anna R. Phelps, of her experience in establishing a library in a rural community in New York. Some very timely expressions on the new American National Library are given by R. R. Bowker. Valuable suggestions are: 1) a curator of public documents; 2) a curator of history, especially American; 3) a department of prints and manuscripts; 4) a separate copyright bureau. The educational work that may be done by a large library is clearly pointed out by Esther E. Burdick, of Jersey City.

## Public Libraries

(MONTHLY)

Library Bureau - - - - - Publishers

M. E. AHERN - - - - - Editor

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PUBLIC LIBRARIES has done what it could thus far to make the 18th annual meeting of the A. L. A. a success, and while this is our first appearance at a meeting of this distinguished body, we hope it will not be considered presumptuous to extend cordial greeting to all who are fortunate enough to be in Cleveland in attendance. We hope you will be rested, cheered, helped and entertained by what you see and hear and do.

Every advantage should be taken, by promoters of the library movement, of the recent rapid development of study clubs among women. In many small towns the woman's club is perhaps the first step ever taken in the community toward making any very serious use of books. These clubs, even in the small towns, will want to use books, and will keenly feel the lack of them. Feeling this lack, they will be in an exceedingly good frame of mind to be approached on the subject of a library for the town, or a traveling library.

State federations of women's clubs have in some states already taken up

the subject of traveling libraries; being appealed to therefor by the representatives of clubs in the smaller communities in their state. This matter will undoubtedly be touched on in the report on traveling libraries to be presented at Cleveland.

Librarians will look forward with considerable interest to the appearance of a new work by Prof Zella Allen Dixson, librarian of the university of Chicago. She has compiled a comprehensive subject index to universal prose fiction. The work is an arrangement into an alphabetical subject list of all works of fiction in all languages which are founded upon facts, the object being to include all novels with a purpose. There are over 10,000 entries and the chronology of events embraces the period within the dates 800 B. C. and 1896 A. D.

Booksellers and publishers can help the A. L. A. much more than they have in the past. They can easily be brought to see that it is to their advantage to give every possible assistance to the people who are devoting their lives to the cultivation among others of the book-using, book-buying habit. Now that the library has begun seriously to make itself felt in the schools, and the schools are beginning to adopt the library idea, it is of greater benefit than ever to the book-seller and the publisher to be in active coöperation with the workers in the library field. A well-known representative of one of the leading book concerns of this country said in a recent letter:

"I am firmly of the opinion that the time has virtually arrived or is near at hand when the publishers must take into consideration the wants and demands of librarians. The public libraries coupled with the public school libraries are, in my estimation, to become a most potent factor in the book publishing world; and the publisher who does not consider the needs of public libraries, cannot, in my opinion, have a very long or satisfactory career."

Mary S. Cutler and her committee sent out the A. L. A. catalog supplement the first of August to the members of the association, inviting inspection, criticism, and suggestion. It seems to be almost above criticism, and while there will doubtless be a difference of opinion about some things in it, the committee has certainly done hard, careful work, and deserves the sincere thanks of everyone who is interested in the library movement.

It is an old saying that the best we can do is to give a man the opportunity for education. Wisdom can sometimes be acquired; it certainly cannot be taught. You can impart to a man a little knowledge; the ability to see straight, and think clear he must get for himself. The librarian cannot too often remind himself of these familiar truths. Being constantly in contact with books which contain the best thoughts of the best minds of all time, the bookish man, — the library man, — is inclined to think that he has gained certain wisdom and that he can impart it to others. And,— more than this,— having, as he thinks, sure knowledge, gained in part from certain books, of what is good and right, he feels confident that those same books will help others also to knowledge of the things that are good and right. And before he is aware he has taken on the spirit of the missionary to the heathen.

One of the redeeming traits of the whole public library movement is that it may be and generally is, almost entirely divorced from teaching. The library is preëminently the individual's school, and preëminently the school where the habit of individual thought is fostered. If the free public library movement succeeds in making the library-using habit wellnigh universal it will be likely to succeed in adding to the flexibility and catholicity of the average man; and will thereby, we must hope, have done much for civilization itself. But one should remember all the time that it is his first business as a librarian, to make the search for

the good and the true, inviting and pleasing. It is not the excellence of wisdom and of goodness that the librarian should strive to impress constantly upon his patrons; but the desirability of increasing the amount of happiness in the world. This is, after all, the ultimate aim. "There is," as Stevenson says, "an idea abroad among moral people that they should make their neighbors good," (and, one may add, there is an idea abroad among wise people that they should make their neighbors wise). "One person I have to make good,—myself; but my duty to my neighbor is much more nearly expressed by saying that I have to make him happy—if I may."

We present elsewhere a proposition from Adolf Hepner, editor *St. Louis Tageblatt* for the establishment of a clearing house. This is a subject that has received some attention from the A. L. A., but not sufficient to develop any plan for operation. What to do with duplicates is a vexing question to many librarians who would gladly welcome any scheme that would throw any light that might be followed on the subject. It is a question, however, if putting the matter in the hands of the Bureau of Education would bring as prompt action in transacting the business connected with such work as would be necessary in order to accomplish the desired purpose. A discussion of the subject perhaps will bring out a plan that can be followed.

Cornelia Marvin, reference librarian of Armour institute, and Eleanor Roper of the class of '96 have opened a reference bureau in Chicago under the name of the Reading Rondure. They propose to furnish small libraries with reference lists on current topics throughout the year. They will also arrange programs for women's clubs giving special reference lists under each topic and lists for general reading on each particular subject. It is also their purpose to furnish schools and academies with reference lists along the lines of their courses

of study; to arrange programs for the celebration of particular days in schools or elsewhere. They will supply individuals with reading or bibliographic lists on any subject which may be desired. There is room for the work which these young women have undertaken, and no doubt it will be a great help for many who have not time to plan their reading, but who will have time to do much valuable reading along some of the lines selected by the Reading Rondure. They are promised assistance by the libraries of the city and by many of the specialists in the university of Chicago, so that the work promises to be of merit. Both the young women being trained in library work, can be of special help to the new librarian with small resources at his command. They are planning a system of interloaning between libraries that if carried out will also be of value to the small library.

The program of the university extension course of the university of Wisconsin contains, among other good things, a course in American history, by Reuben G. Thwaites. Some of the lectures announced would be very helpful in a small community in stirring up interest in historical reading, and we take the privilege of recommending this means to many librarians who have written asking suggestions for creating greater interest in their solid books. Following some such plan as is suggested in Miss Henderson's admirable paper printed this month, and with such a speaker as Mr Thwaites there would be created, undoubtedly, much greater interest in not only American but local history. We give the program as it appears in the university extension program:

*Men and Manners, in Old Colony Days.* 1. First families of Virginia. 2 Social and economic conditions in the pre-revolutionary South. 3. Pilgrims and Puritans. 4. New England, previous to Bunker Hill. 5. In the middle colonies. 6. Life in "the old thirteen"—a general view.

*Exploration and Conquest of the West.* 1. Indians and frontiersmen of the Alleghanies. 2. Early trans-Alleghany explorations. 3. Boone, and the beginnings of Kentucky. 4. Border warfare previous to the Revolution. 5. George Rogers Clark, and the conquest of the Northwest. 6. The planting of the old Northwest.

*The Making of Wisconsin.* 1. Primitive Wisconsin (archeology, mound builders, and modern Indians). 2. The era of exploration (1634-1673). 3. The French *régime* (1671-1760). 4. The coming of the Anglo-Saxon (1761-1836). 5. Pioneers and pioneering (1816-1860). 6. Wisconsin in the war of secession (1861-1865).

Several of these lectures may be arranged for separately,

The reasons for establishing the new library department are given on page 183, as presented at the Buffalo meeting. There was an unanimous vote for its establishment, coupled with the pledge of hearty support from the leading members of the N. E. A. It is the greatest opportunity the librarians have had in the 20 years since the A. L. A. was organized, to secure the most powerful possible ally. Everything depends on making the first meeting a marked success. We must have a strong delegation of representative A. L. A. members at the '97 meeting, which is quite likely to be held in Milwaukee or Minneapolis early in July. There is no greater work before the A. L. A. and the 20 state societies and clubs which are its local allies, than bringing the vast army of school officers in this country into coöperation and alliance with the library movement in its broad sense. In behalf of the newly established department I ask for the acceptance, on the part of the A. L. A. and of the local societies and clubs, of the cordial invitation extended to them to send delegates to this library meeting of 1897 in connection with the N. E. A.

MELVIL DEWEY.  
President Library Dept.

### The New Library Department of the National Education Association

[Statement of the request made by Melvil Dewey as representing library interests before the executive board at the Buffalo meeting, July 7.]

The name of the N. E. A. shows that it is for education in general, and not an association of schoolmen alone. Is it not a radical mistake for it to neglect to recognize properly any important part of the American educational system? In the early childhood of most of us the schools were winning their way as an essential part of the American system of public government. Every one approved of schools, but many thought the parents, or at most the organized churches, were abundantly able to make all needed provision for the instruction of youth. That idea has so far passed away that the present generation finds it hard to grasp the idea of a government, either state or local, without provision for free public schools.

The same process is being repeated in these closing years of the century in regard to the free public libraries. Competent students of the subject say that the historian of the future will certainly record this as distinctively the library age, and that this close of the 19th century will be as marked for the building and endowment of libraries, and chiefly for their recognition as essential parts of our educational system, as was that century which brought forth the great cathedrals of Europe. It goes without saying that every member of the N. E. A. is a lover of books and a friend of libraries. I waste no time over trite commonplaces about the importance of books and reading.

One of your officers reminds me that you have recently recognized the libraries by making them eligible to membership, but the reason given was that they were the most desirable repository for the printed proceedings of this association, where they would be permanently preserved and handed down to posterity. This is recognizing one func-

tion of the library, but only a tiny corner of its proper field. It is treating it merely as an official and reliable book-case.

Others remind me of how much has been said and done in favor of pedagogic and school libraries. These are admirable and well worth all the attention they are receiving at your hands, but they too, represent only a very limited part of the library field. My plea today is not for this kind of recognition, but for the fact that the library in its best sense is an essential part of any complete educational system, and not merely a thing that is good and useful and highly desirable and worthy of encouragement by all educated men and women. Education is really in two great parts which we might call the school education and the home education. The first is carried on by the five distinct groups of schools: (1) elementary, including kindergarten, primary and grammar schools; (2) high schools and academies; (3) colleges; (4) professional and technical schools; (5) universities. This, to the common mind, completes the group of educational institutions. But we who are more familiar with these things have been forced in these later years to recognize that there is another group just as properly entitled to the name of educational institutions. These are: (1) and most important, libraries; (2) museums; (3) clubs; (4) extension teaching; (5) official tests and credentials. The schools of the various grades, from kindergarten to university, provide for the education of those who can give their time to the institution, although they may be otherwise occupied in holidays, vacations and evenings. The home education is for those who must give the larger part of their time to some other occupation, and whose educational work must be done out of the hours of business or labor. We all know that our utmost hope from the public school system is to teach the great mass of boys and girls to read intelligently, with the merest elements of the common English branches. If

we are to carry on their education through the rest of life, we must do it chiefly by means of free public libraries, the only practicable means of controlling and shaping their reading to the highest ends.

Do not misunderstand my position. So far from believing that the school and the teacher should do this work of the librarian, the result of 20 years of study constantly confirms the opinion that the library and the school should be distinctly separated. The reason for this is obvious. For a generation the common sentiment has been that the school board has as its supreme interest the concerns of the school room. If they are intrusted with the charge of a public library it is almost inevitably treated as a bob to the school kite, and usually receives no such care and consideration as it does in the custody of trustees, whose sole business it is to promote the interests of the library. We cannot do too much in bringing libraries and schools into the closest harmony and coöperation, but they should be co-workers, each keeping its proper field, and giving the coöperation and respect due to its associate, and not drifting into the traditional relation of the lion and the lamb that lie down together, with the lamb inside the lion.

The librarians have recognized their duty, and 20 years ago this summer formed a national association at Philadelphia, which has an almost unequalled record for earnest, conscientious, efficient work. But we have come to a point where the schools and those whose lives are devoted to education must put out a strong hand and steadily support the work for which the librarians have in the last two decades well prepared the way. We hope that every member of the N. E. A. will be active in his own community in promoting the establishment and proper maintenance of public libraries, and in advancing their interests as every good citizen should; but there is a field belonging more distinctively to the schools as such, to which your attention is invited. Let me review briefly some of our work:

**1. Selection of books**—With new publications averaging upward of 1,000 volumes per week for the civilized world, and with the millions already printed, it becomes one of the nicest problems before the human mind to select for any reader the book or pamphlet or article from all this mass that will be then and there and to him most useful. If we seldom attain to the perfect solution much has been gained in the effort. Aiming at the sun, we may at least, hit the moon. There was never a time in the history of the world, remotely approximating the amount of work being done in the last few years in the selection of books and in other phases of practical bibliography. Those who have not studied it would be astonished if time permitted me to outline some of these efforts, local, state, national and international.

**2. Publication**—In the same way there has never before been so much time and money given to making known the results of the work done in selection. In this state we are publishing, probably 50,000 little pamphlets of handbooks yearly, whose principal mission is to disseminate this information of the most desirable reading, accompanied in most cases by annotations.

**3. Supply of books**—After selection and publication, obviously it is essential that those wishing to read should be supplied with the desired literature, and never was so much being done as now by the state, by local taxation, and by gifts of individuals. Free libraries are springing up all over the country and doing a beneficent work. The statistics of the growth in numbers and usefulness are inspiring reading to one able to interpret them correctly.

The old proverb has it that you may lead the horse to water, but you cannot compel him to drink; and we may select, and make known the list by publication, and provide the books without out money and without price in every corner of the land, but little will be accomplished unless the people can be given a taste for reading. No one has ever ventured to suggest, I believe,

a compulsory education act which should require people to patronize the public libraries. Our friends who believe so strongly in optionals and the pure elective system have full sway in this field, and what we do must be done by creating a thirst for the best literature, so that our people may avail themselves of the privileges provided.

Even a wayfaring man can see here the duty of the school in library work. By law, the children are put under your influence in their earlier years when, if ever, they can be taught to love good books so well that all their lives thereafter they will seize on every opportunity to read them. If the librarians with their wing of the educational army can select and catalog and provide free of cost the best on every subject, the schoolmen, with their wing, and with their immensely larger resources both of money and men, and still better, of devoted women, must send out from the schools year by year boys and girls who will be lifelong patrons of the public library, and will, in due time, help to send their own children along the paths which have proved for them so profitable and pleasant.

This new department, for the establishment of which I hope we may have a unanimous vote, coupled with the personal pledge of these directors that each will do all in his power to help, should properly include at our annual meetings therefor, all questions that pertain to literature and reading, as well as those distinctly labeled libraries. I doubt if it would be wise to give much time to discussion of technical library economy or bibliography, for which abundant provision is already made in the American Library Association, and in the 20 or more state and local societies. The library department ought to attract each year to its meetings all who are earnestly interested in the systematic improvement of the reading of our people, whether they care for the technicalities of librarianship or not.

The N. E. A. is wisely more and more careful about multiplying new departments. I am in full sympathy with

the refusal of the governing body to dignify every interesting subject by creating a new department. But I submit to you today that the question of libraries as related to education is so largely the most important, that even those most conservative must vote to give the assistance and support of this national association to systematic organized work, with all the dignity that can come from a separate strong department. Its field should cover, fully, school and pedagogic libraries, and all these smaller matters that have enlisted the sympathy and interest of our members; but its great work should be the practical recognition that education is no longer for youth, and for a limited course, in a school to which they give most of their time, but that it is really a matter for adults as well as youth, for life and not for the course, to be carried on at home as well as in schools, and to be taken up in the hours or minutes of leisure as the proper accompaniment of their regular business or labor. This means that education must be carried on by means of reading, and that if the librarians are to furnish the books and give all necessary help in their proper field, the schools must furnish the readers.

#### A Proposition for an American Libraries' Clearing House

To the American Library Association, in convention at Cleveland, O.

The suggestion is, that the government of the United States create an American libraries' clearing house, to be administered by the United States Commissioner of Education. Said office to be a centre of communication and distribution between American libraries, and especially perform as a domestic distributing medium, the same mission that has fallen to the Smithsonian Institution in regard to foreign libraries. The clearing house to be the centre of distribution to American libraries of such books and pamphlets as are put free of charge at its disposal.

There are printed every year many

small books and pamphlets at the expense of the authors, without the least hope for sale, or distribution through the book-sellers. Nine-tenths of the copies lie idle and a burden to the author in his residence, while any library would gladly accept a copy, if presented free of charge. A pamphlet in itself is usually a trifle, but a collection of pamphlets on a certain subject sometimes becomes a very valuable resource for literary or scientific research. The establishment of such a clearing house would make available many pamphlets, which cannot now be purchased. The trade handles very few pamphlets, as it does not pay publishers to print them, nor retailers to sell them. Most of these little books are at present wasted, while a collection of them in a library would furnish very useful information on "questions of the day" of their time. For instance, how valuable now are the pamphlets of the Abolition period, and how glad libraries would be to possess some of the thousands that have been wasted or destroyed. The numerous leaflets on the tariff and silver question of 1885-95, if elected and preserved, will in years to come be very interesting in connection with the political history of the time. Besides pamphlets, many books are printed every year at authors' expense, good books, although the author found no publisher to accept the risk of publication. These find a limited sale, because not handled commercially through the regular channels of trade, and the author would gladly donate the unsold copies to the libraries through the proposed clearing house. Discouraged by the failure of his publishing enterprise, he does not care to incur the extra expense of distributing them to libraries through the mails. An edition of 3,000 small pamphlets at 2 cents each would make a cost of \$60; heavier books of 5 cents postage \$150. This is deemed too much after the loss for printing outlay. To such authors an American libraries' clearing house, through which they could give their books to the libraries, would be a great

relief, and the libraries would be greatly enriched.

It should be understood that the clearing house would have the right to accept or refuse all offers at its own discretion, e. g., it would refuse pamphlets which are nothing but common libels, those limited to local interest entirely, or published by demented persons. Should the clearing house be established, its aims and purposes should be made known through the press, especially its readiness to distribute free of charge to American libraries, books in any quantity. The clearing house would then find its way to communicate with the libraries on the newly offered books, as well as on the books that many libraries would be glad to exchange, because they possess larger quantities than necessary.

Respectfully submitted,

ADOLF HEPNER,  
Editor *St. Louis Tageblatt*.

A library in the West is trying the following plan. The circular is handed to the steady visitors of the library, and is reported to be stirring up a helpful interest more to the purpose than watchers or police or locks and bars:

#### GUARD YOUR OWN PROPERTY

A visitor to the library recently mutilated one of the library's most beautiful books. A few other books and magazines have been mutilated in a similar way in the past few months.

Permit us again to call attention to the fact that the public owns its public library, and that the best guardians and the proper guardians of the books and magazines in the library are the people who use them. Will you kindly assist us to see that your property is not injured by those who use it?

We find that the unusual privileges granted in this library are very rarely abused. If each individual visitor will take that personal interest in the books here gathered, which he should take in view of the fact that they are in part his own, mutilation and theft would be still more uncommon than they now are.  
Yours truly, THE PUBLIC LIBRARY.

### A Photograph Exhibition

Caroline Harwood Garland  
(Dover, N. H. public library)

An experiment we have lately tried which has resulted successfully,—not all our experiments do,—is an exhibition of amateur photography. This is a thing which any library may easily try, the smaller as well as the larger, for while in a small town the resources are less than in the large city, expectation is also more modest and criticism kinder.

The way we did it was this: Our whole force put their heads together and recalled all the names we could, of people who owned cameras. This resulted in a list of about 50 persons. Then the librarian personally saw each one of the 50, tried to interest him in the matter and invited him to send as many pictures as he would, of any kind or size, mounted or unmounted. The following facts were emphasized: (1) The exhibition was for pleasure only; no prizes would be offered and there would be no competition in any way. (2) The library would be glad to receive gifts of all local views, but made nothing obligatory. (3) The exhibition would be kept open a week, anyone might contribute, everybody might come.

Of the 50 people spoken to, about 30 promised, and about 20 actually sent contributions. The number of pictures sent by each person varied from one to 75. All sizes and shapes and subjects and styles of printing were represented. There was one good little view taken by an exposure of eight minutes in winter moonlight. The only work not amateur was an X ray photograph,—than rare enough to be interesting,—of a mis-shapen hand, taken in the City hospital in Boston; but it was so ghastly that everybody said "ugh" when they looked at it. The ages and standing of the contributors varied from a boy of thirteen who, after almost superhuman effort, sent in a fairly respectable picture of his setter dog, to the gray-

haired owner of the finest place in the city, who loaned a half dozen choice pictures, finished by a professional, and mounted in an exquisite carved-wood frame which was in itself a work of art. The exhibition was kept open a day or two more than a week, and was visited by about a thousand people.

The results of such a thing are not very tangible, but are not, on that account, any less real. For instance, to the people who visited the exhibition there was pleasure for the time being, an increased interest in photography as an intelligent recreation and, we hope, a quickened eye for the beautiful in nature. Surely, this is something. The results to the library were an immediate increase in the circulation of books on photography; a really valuable collection of local views,—residences, churches, public buildings, and places of historic interest,—and, best of all, we think, an augmented interest in the library among the townspeople.

The exhibition cost us about five dollars. This money was expended in rent for potted plants which filled in corners and beautified the room; for paper of various kinds and colors upon which we tacked unmounted photographs; and for a little carpenter help. It cost, also, a little thought and a little work.

### The Librarian as a Host

Maude R. Henderson

Each librarian needs to have an ideal for society, must have before him an end of which his work will be only a part.

It is the peculiar privilege of the librarian to be so situated that with the consent of his trustees he may simply by virtue of his office, be more able to amalgamate the elements of usefulness around him than any other or many other persons. A peculiar privilege, because the opportunity is one which must be created by another, but which accompanies the office of the librarian, it is one of its duties. Even a librarian who is a stranger is not taking

matters unduly into his own hands in immediately availing himself of this privilege for he is placed in the community when of necessity the thought, study and need of all are known to him, and where he can bring together those who have something to give and those who wish to receive. His invitation is non-partisan, non-sectarian, and without social distinctions.

The object of this article upon the librarian as a host is to suggest methods of usefulness for the community through the forms of entertainment at the disposal of the librarian. A surprising number of people, not having attractive surroundings and not having unbounded resources within themselves, lead dull lives. The theater is expensive, sometimes not available, often not attractive, and one of the attractions of a library evening will be that it is "some place to go," but does no violence either to their scruples or their ideas of economy. Many who will not identify themselves with clubs, from an aversion to organization, will appreciate the freedom from it here, for there will be no officers, no rules, no fees.

If there is no especial note that the librarian thinks it would be well to sound, he may let it be known that the first of a series of entertainments to be given by the library, at the library will be, for instance, a talk upon the Child in History, Our American Illustrators, or some attractive subject. Then as the evenings are arranged for, the dates and subjects could be announced.

There are always a number of specialists, even in small places, who can contribute liberally to these plans, thus relieving the librarian of any real work beyond that of planning, while it accomplishes the double purpose of engaging the interest of the speaker in the work of the library, and of furnishing the entertainment for others. The following suggestions, which have been prepared for the work of a small library, will give a more definite idea of the plan. To begin with, the librarian himself would be preëminently the one to conduct an evening upon the history

of printing, giving an account of the most noted printers and famous binders down to the present day. All of this may be made as absorbing as a fairy tale if handled in an engaging manner, sketched in with bold free lines. It will be a test of the presentation of the subject if those who hear it care to follow it up by reading the literature to which he refers them.

Very often there will be found some one who, having a special fondness for one school of art, has made a collection of reproductions of its famous works in photographs, casts or engravings, who will willingly loan them for the illustration of a talk upon this theme, even if not quite as willingly giving the talk himself.

A beautiful program for a musical evening would consist of the conversation or paper upon a certain musical form, such as the Opera, Symphony or perhaps Dance Music, being illustrated and varied by the performance of examples of those forms. The organized musical clubs could here be of the greatest service in taking charge of the whole entertainment, a German Saengerbund giving a number of their native songs illustrative of a talk upon the Folk Song, or a good ballad singer of a talk upon Heine, Burns or other ballad writers.

As a usual thing the true scientist has an attractive way of presenting his subject and can give the substance of months of experimentation and study in a very short time. The description of some new or remarkable piece of apparatus, some invention, the progress of chemistry and its applications, photography, etc., may in this manner be given to those who are interested in and yet have not the means of informing themselves upon these subjects. The stereopticon, if available, is always an addition to such talks.

An enthusiasm for a work of this kind may be somewhat crushed out by the press of regular duties, but the librarian may be greatly helped by the co-operation of organized clubs. Musical societies, Saengerbunds, the Elks

Daughters of the Revolution and other societies are constantly preparing excellent entertainments, which it is hoped they will be willing to reproduce for those who have either not the leisure or the inclination to study. Such a movement does not in any way divert the energies of the library from their original aims, but is only another means of enhancing their efficacy. The resources of the library upon each of the subjects presented can be made known in many ways familiar to the librarian, such as posted lists, bulletins, and by the mention of them in the talks. The hearers will be urged to read upon the subject before and after the evening, thus the educational idea and value of the entertainments will be kept distinctly in view by the librarian, even though it be not made the foremost reason for giving them.

Upon a night which the librarian might consider of interest to them, special invitations may be sent to the different organized societies of working people, such as the retail clerks, labor unions, etc., who might not include themselves readily in a general published invitation.

One evening, which can scarcely fail to be appreciated, would be an evening when the librarian, assisted by others of his own selection, would give suggestions and information about books and reading, either for reading in general, or judicious help in any branch of study, poetry, history, economics, art, biography, or hints as to the direction of children's reading. It has been generally observed that more people are willing to read than know *what* to read and are always glad of help in selection.

The originality of the librarian will develop many themes and schemes, and the work itself will doubtless show new veins which may be followed up. It may be that not many will avail themselves of any one invitation, but, with a constant change of topic and manner of presentation, there can not fail to be a great number, eventually, whose attention will be enlisted.

### Simplicity in Call Numbers

(Hannah P. James, Osterhout Library, Wilkes-Barre, Pa.)

With the desire to classify one's library minutely comes frequently a multiplication of figures and letters in the call numbers which adds very materially to the labor of calling for, finding, charging and replacing the books. For a reference library close classification is necessary where many books in one class are placed together, and it is desirable to differentiate them, but for the circulating department such an accretion of numbers and figures is a burden. It is a burden, not only to the attendants but to the public, and increases the danger of mistakes.

A bulletin just received has these among its call numbers, and the wonder is that any one can ever get a book by them:  $7\frac{1}{2}223\frac{1}{2}$ ;  $95\frac{1}{2}13\frac{1}{2}$ ;  $12532\frac{1}{2}$ . These final fractions represent different copies of the same book, but what the first ones mean is a mystery. By a little ingenuity on the part of the librarian, and a realizing sense that many figures make much work, he will find that on an average six figures are almost invariably enough, and that the ease with which the books can be found or returned to their proper places, or can be written by the borrower, will well repay the time it takes to evolve a simple and sensible enumeration.

The lower case letters at the end of the fiction numbers are thought by many to be indispensable. If the books are not covered the attendants do not need them, for the titles are before them. If the call number is short it is easily remembered in connection with the book. If the public are admitted to the shelves they certainly do not need them—and their only use seems to be to make unnecessary work. By the decimal use of figures an author's books can easily be kept together and no trouble will be experienced in so doing.

### Children's Books

**Extracts from a lecture before the Pratt Institute library school**

(Caroline M. Hewins, Hartford, Conn., public library)

Some of us when we begin to give our attention to library work, are like Terence Mulvaney's "Liftinint," "shtiff wid books an' the-ouries, an' all manner av thrimmins no manner of use." We expect all children of ten or twelve to read Homer, Shakspeare, Scott, enjoy lives of the Black Prince and Martin Luther, Guizot's History of France, and Knight's London, Percy's Reliques, Froissart and the King Arthur legends, and forget that in a public library we have to deal with boys and girls not only from bookless American and Irish-American homes, but from tenements full of recently imported Russians, Poles, Armenians, Roumanians, Italians, Swedes, and Germans, and in manufacturing towns, French Canadians whose nearness to the United States has taught them little of its language or customs. These children, who are in some cases nine-tenths of the pupils in our public schools, are as helpless and as unable to read an English classic for pleasure as you and I are after a winter's lessons in German to enjoy Goethe's Farbenlehre or Kant's Kritik der reinen Vernunft.

Now, what are we going to do for these children? First, not give them stories of children like themselves, in which they find nothing to feed their imaginations or excite their interest. I do not believe much in stories of tenement-house children for boys and girls of any station in life, and yet I have known one little girl who at one time cared for nothing but Ragged Dick and Tattered Tom stories, grow up into a most efficient and sympathetic worker in a club of street boys.

Second: Give them the two kinds of reading that they most enjoy, fairy tales and history, by which I mean war stories, told as simply and in as good English as possible. The adaptations of Lang's Red and Blue Fairy Book

tales, published in small books, are enjoyed by boys and girls of twelve or fourteen. The stories must be short, for long "sitting" at a book wearies a child who is on the alert for the constant variety and excitement of city streets. The schools teach these children some of the shorter and simpler poems of Longfellow and Whittier, and they like to read them over and find others.

The omnivorous child-reader of the last generation, of whom one often hears, has died out in cities. The school life of that day was mental starvation so far as the culture of the literary sense went, and only a child who had access to books and loved to follow out the extracts in his school readers learned anything of literature. He shone by contrast among his fellows, but today every child reads a few masterpieces, though not one in ten regards them as anything but task work. One-tenth, we will say, of our school-boys and girls enjoy and appreciate good reading and use the libraries intelligently. What shall we do with them?

Across the street from where I live is the well-known Hartford School for Deaf-mutes. There is a difference of opinion between this and other schools with regard to training the vocal organs, several institutions being in favor of teaching all deaf-mutes lip reading and speaking. Hartford believing that with many deaf-mutes these long, slow processes take time that can be much more usefully spent, and that it is worth while for only the brightest pupils to learn any language but that of signs. This is the case with the children who come to read in public libraries. Give nine-tenths of them simple, short tales, as well told as possible, trusting that when they are out of school their knowledge of reading will enable them to fight their way through the columns of the daily papers, and devote your energies to the other tenth, of whom as many come from tenement houses as from better homes.

We often find it necessary to increase

our stock of books by Miss Alcott, W. L. Alden, Jane Andrews, Susan Coolidge, George Eggleston, Ellis, Kellogg, Kirk Munroe, Otis, Elizabeth Stuart Phelps, Stoddard, Trowbridge, Jules Verne, and Mrs. Whitney; Aldrich's Story of a Bad Boy, Helen Brown's Two College Girls, and Coffin's war books; several boarding-school stories, Mrs. Dodge's Hans Brinker, and Donald and Dorothy, Hawthorne's Wonder Book, Stevenson's Black Arrow, Kidnapped, and Treasure Island. If a boy has a taste for pirates and gore, let him have the most gory and most piratical book that you can find well written—and Treasure Island certainly fulfills these conditions. We buy duplicates of several of Miss Yonge's historical stories, Banks's Bright Days in the Old Plantation Time, Baring-Gould's Grettir the Outlaw, Baylor's Juan and Juanita, Brush's Paul and Persis, Catherwood's stories, Susan Coolidge, Clark's Boy Life in the United States Navy and Joe Bently, Collingwood, Fenn, Henty, Helen Jackson, Otis, Molly Elliott Seawell, Margaret Sidney, Frank Stockton, Stoddard, Mrs. Stowe, Thomas's Captain Phil, and the Swiss Family Robinson, and half a dozen of Meadowcroft's A, B, C of Electricity.

Our favorite authors are: Miss Alcott, W. A. Alden, Aldrich, Ballantyne, Baring-Gould, Brooks, Brown, Burnett, Henty, Howard, Hughes, Helen Jackson, Lillie, Sophie May, Meade, Munroe, Otis, Page, Pendleton, George Perry, Nora Perry, Phelps, Pyle, De Foe, Dodge, the two Egglestons, Ellis, Mrs. Ewing, Fenn, Goss, Grant, Flora Shaw, Margaret Sidney, Mary P. Wells Smith, Stoddard, Vandegrift, Herbert Ward, Whitney, Wright.

Also fairy tales, Baldwin's Siegfried and Roland, Bulfinch's Age of Chivalry, Lanier's Boy's King Arthur, Lang's "Blue" and "Red" fairy books, Pyle's Wonder Clock, Mulock's Fairy Book, Scudder's Children's Book, Harrison's Bric-a-brac Stories and Old-fashioned Fairy Book, MacDonald's stories, Lily Wesselhoeft's and others. We find these among our favorite authors, but

there is a demand hard to fill for "easy books." There are many such books, but almost all are bound in boards, with light colored pictures, unsuitable for library wear and tear, and a new binding often costs more than the book.

Children should be trained, in library or school, how to turn from one book to another without loss of time, and learn perfect familiarity with indexes and other short cuts to knowledge. I have known a high school graduate who did not understand what ii or iii before the figures indicating a page meant in a work of several volumes. One way of teaching children familiarity with reference books is by encouraging them to solve some of the many prize questions which are scattered about in magazines and newspapers. It makes no difference whether they take a prize or even try for one, but it does make a difference all through their life whether they can handle books or not. Take, for example, a short story like Hawthorne's Virtuoso's Collection, full of allusions to characters in novels and poetry, and see how many of them the boys and girls can find. The encyclopedias will not help them much, but there are other books that will. Some of the most common in city or town libraries are Brewer's Dictionary of phrase and fable, Historic Note Book and Reader's Hand Book, that are good as far as they go, though not always accurate; Chambers' Book of Days, Walsh's Handy Book of Literary Curiosities, Frey's Sobriquets and nicknames, Brande's Popular Antiquities, Brande's Manners, Customs and Observances, the seven bound volumes of American Notes and Queries, and the indexes to the series of English Notes and Queries.

When ordering PUBLIC LIBRARIES, please state with what number you wish your subscription to commence. If you have already received sample copies of the magazine and do not care for duplicates, it will be a favor to us if you will kindly state the fact when ordering.

## Queries and Answers

*Q. 24.* What use does the number of pages on a catalog card serve?

*A.* It gives some idea of the length of the treatment of the contents. It is not a necessary item on the card and need be given only when the book has few pages, say less than 50, or many—more than 400.

*Q. 25.* What is the objection to mending books?

*A.* It cracks when it hardens and tears anew what was mended. It interferes with a proper treatment in preparing the books for rebinding.

*Q. 26.* What penalty would you suggest where a community seriously objects to paying a fine, for the loss of a borrower's card?

*A.* Fines of all kinds are a vexing and disagreeable problem for librarians. The fact that a fine will be charged often makes borrowers more careful of the privileges. It might help matters if the loser had to wait a time for a new card.

*Q. 27.* I should like to know what and how many libraries have any organization, such as a club, among its staff for mutual improvement or pleasure, how it was started, and how to keep up the interest in it.

*A.* PUBLIC LIBRARIES is not prepared to answer this question, but invites answers from any library where the plan is tried.

*Q. 28.* What essential difference is there between the Decimal classification and the abridged D. C.?

*A.* The abridged D. C. uses only three figures. The short form can be changed to the full class numbers at any time by simply adding the extra figures from the unabridged tables.

I take exception to the answer given to *Q. 10.* The label placed near the bottom comes off more readily than when placed higher up, because the heat and moisture of the hand as it holds the book softens the glue. The hand also soils the label, often making it illegible.

N. B.

## Poole Memorial

To library workers and all other friends of the late Dr Wm F. Poole

The American Library Association has twice, by a unanimous vote, decided to erect a memorial to the late Dr Wm F. Poole. At the Denver conference the undersigned were appointed a committee to consider details and solicit subscriptions.

The committee recommended that the memorial take the form of a bronze bust, to be placed in the Chicago public library or the Newberry library with a suitable pedestal, and this recommendation was formally adopted.

Dr Poole has other claims on the recognition of all cultivated people; but it is chiefly as a practical librarian that he will be remembered. He did more than any other one person in America to elevate librarianship to the dignity of a profession. In honoring him, therefore, library workers honor themselves and repay in some measure the debt of gratitude that every member of the fraternity, from the highest to the humblest, owes to his pioneer labors, his shrewd common sense and his ready, helpful counsel.

In accordance with its instructions, the committee therefore appeals to library workers of every grade for contributions to a memorial in honor of one who, in character and deed, deserved so well of his fellow men and did so much for his fellow laborers.

It is hoped that a prompt and universal response will be made to this appeal, so that the committee may make a definite report at an early date.

Contributions however small will be thankfully received by the committee.

Subscriptions may be sent to Dr G. E. Wire, secretary and treasurer, or to any member of the committee.

FREDERICK M. CRUNDEN, chairman.  
Librarian, St Louis public library.

J. N. WING, Charles Scribner's Sons,  
N. Y.

W. I. FLETCHER, Amherst college.  
G. E. WIRE, M. D., 1574 Judson Ave.,  
Evanston, Ill.

**Notes by the Way**

Professors and teachers actively engaged as such should not be librarians also, as they can put neither their whole time nor heart into the work.—*W. F. Poole.*

Have a room for children's exclusive use in your library, if possible. If not, have a part of a room set aside for them, and if you can't have that, give them at least a table.—*Lutie E. Stearns.*

Unless the parent library is already firmly established and has a large and strong collection of its own, with abundant financial support to carry it on successfully, it is not wise to scatter its funds in forming branches.—*George W. Cole.*

Written cards should not be blotted, thus taking off some of the ink, but should be allowed to dry with the full amount of ink on the lines, thus giving a blacker, bolder line and avoiding spoiling cards by occasional slips of the blotter.—*Library notes.*

As a rule, children do not need to be taught to read fiction, but by cultivating in them a taste for history, literature, natural science, etc. We may be reasonably sure that they will choose only the better class of fiction when left to themselves.—*Hannah P. James.*

Good principles to observe in procuring or planning the furnishing of a library are: (1) Usefulness and adaptation to the circumstances of each particular case, and (2) true economy may often be practiced in obtaining the better though more expensive article at the outset.—*H. J. Carr.*

Do not try to do what you see some one else successfully doing, unless you are sure the conditions of your library will allow it. Better to study the situation carefully and develop a plan of your own, suited to your surroundings, than to experiment with another's ideas unfitted to your library. Experiments are sometimes too expensive.—*Marie Miller.*

Do not allow a patron to go away unhelped till every resource fails to bring what is wanted. On the other hand, do not presume to tell him what he wants. He may know that better than you do. A *polite inquiry* if he seems to hesitate, will often lead him to give you his confidence in the matter, but do not force it from him. Officiousness is quite as annoying as indifference.—*Marie Miller.*

The teacher should come to the library and find out for himself what books it contains which may help him to throw additional light on a subject in hand between him and his pupils, and then when he has got these brought together and appreciated their several merits, he should bring his pupils to the library, or as many as can be accommodated, and with the books before him, show them what to read, and how to read them.—*A. W. Robertson, Librarian of Aberdeen.*

What needs development in the English race is the art of thinking—and thinking is an art which stands a very good chance of perishing from amongst us altogether. I believe the public library is a great counter-irritant to this intellectual apathy. It furnishes an opportunity of retirement from the second-hand opinions of society and of going to these temples of reading and of thought where people can form their own conclusions and their own convictions.—*Lord Rosebery.*

Marie Corelli casts a smooth stone at public libraries in her novel entitled *The sorrows of Satan*. Perhaps the libraries have come under the ban of her displeasure, because her books are not freely admitted. The hero, Geoffry Tempest, inheritor of a large fortune, when asked by Satan what he is going to do with it, replies: ". . . I shall not even start a free library, for these institutions, besides becoming centers for infectious diseases, generally get presided over by a committee of local grocers who presume to consider themselves judges of literature."

### Summer Schools in Library Science

The first summer session of the New York State Library school at Albany, opened on July 7 and closed August 12. The course included elementary cataloging, dictionary cataloging, decimal classification, loan systems, accessioning, shelf listing, reference work and bibliography, with lectures on printing and other topics of library economy. The sessions were held in the library and made up five weeks of enjoyable hard work. The list of 22 students from nine states included only those who had practical experience in library work. The course, a very full one, was intended for those whose library experience has already made them familiar with the technical details connected with many of the subjects.

Myrtilla Avery of the New York State library staff, and E. M. Willard of the Carnegie library of Pittsburgh, were the instructors. Lectures were also given by members of the faculty of the New York State library school.

The summer school in library science held in Madison, Wis., July 6 to August 14, through the generosity of Hon. J. H. Stout, was an unqualified success, and both the generous citizen who provided this opportunity for librarians, and the efficient director who carried out the ideas in regard to it, deserve great praise for their labor. The school was made up of 25 students from nine different states; only four were without library experience, and of these, two were preparing for the library school the coming year, and two had positions awaiting them. The course included: Note-taking, 1 lesson; accession and order, 7 lessons; shelf, 3 lessons; loan, 2 lessons; binding, 1 lesson and 2 visits; repair, 1 lesson; reference, 13 lessons and 2 problems; library economy and history, 10 lessons; Cutter classification, 12 lessons; Dewey classification, 12 lessons; cataloging, 20 lessons. The director of the school was Katharine L. Sharp of the department of library science at Armour institute

of technology, Chicago, assisted by Margaret Mann, Alice S. Tyler and Mary J. Calkins. Great interest was taken in the work by the librarians of the state, many of whom visited the school and addressed the students.

The following extract from a letter of one of the most prominent American librarians so fairly expresses the opinion of others who have studied this work that we venture to print it. Ten years of the work that is being done by Miss Sharp in the summer school will exert a great influence on the libraries of the northwest. It brings a new circle of people into the atmosphere of library progress, and sends them to different communities full of enthusiasm for the high ideals and improved methods of which they have learned in the summer school:

"We went out to the summer school to visit Miss Sharp and her class. We are very happy about it. The library section is the largest in the summer school, and is of tiptop material. I am more impressed than ever with Miss Sharp's wisdom and insight and helpfulness, and from the nature of the class I feel that the members will be a wonderfully redeeming influence in the library world here in the west."

If you are not a subscriber to PUBLIC LIBRARIES, we hope you will take an early opportunity to send in your name and \$1, and receive the magazine regularly for the next year. If you are a subscriber, mention the fact to your neighbor in the library field. Remember, that to clubs of five or more subscribers in the United States, we give a discount of 20 per cent.

The outline of what is hoped to be done in Nebraska for women's reading will be given in the October number of PUBLIC LIBRARIES by Mrs Elia W. Peattie. With the picture of Jim Lancey's bride in mind, one can well imagine Mrs Peattie's interest in the traveling library. We hope to be able to tell of other western states moving in the same direction as Nebraska in the matter.

## Is Librarianship a Learned Profession?

By Aksel G. S. Josephson

(The John Crerar library, Chicago.)

When the librarian of the public library in an eastern city resigned on account of illness, the trustees of that institution, in accepting the resignation, stated that they did not think it necessary to fill the vacancy, as they themselves were now fully posted on matters of library administration.

One of the most renowned librarians in the country, in his last report of the library under his charge, tells that the salaries paid there are \$5 a week, and as he could not at that rate get any graduates of a library school, he found it best to engage some "highly educated young ladies."

The assistant librarian in a northeastern university, with a salary of \$400 a year, is said to be one of the first women to receive the degree of Ph. D., and is, it has been told me, a lady of great accomplishments and good scholarship.

In a prominent institution of nearly world-wide fame, in one of the greatest cities in the states, has the reference staff been for years systematically filled from—the janitor force!

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W. I. Fletcher complains in his *Public Libraries in the United States*, that librarianship is not yet commonly regarded in this country as a learned profession. Dr Pietsch, in reviewing this book in the *Centralblatt für Bibliothekswesen*, explains that there are as yet very few learned librarians in the United States, and adds that the library schools and training classes will hardly supply the need, as now conducted. He urges a thorough course at some university of good standing from every one who wants to take up the librarian's work.

As to the present standard of the library training classes, the writer is undoubtedly right. The instruction, that shall be admitted from the outset, is good as far as the elements of catalog-

ing and the minor arts of library economy go. As to classification, this very cornerstone of library science, the instruction is hampered by the character of the course pursued. Only one system is studied with any thoroughness, and of that system it might fairly be said, that it is admirably simple in its underlying system of shelf numbering, but found wanting in the working out of the scheme in all too many cases. The comparative study of the different systems of classification is greatly neglected, and of familiarizing the students with the principles of classification of knowledge as the foundation for classification of books, there is next to nothing.

Of the other more important branches of study, too much stress seems to be put on making the work delightful for the young ladies who attend the schools; too much significance is given to the tendencies that are best expressed by J. C. Dana, in his *Denver Public Library Handbook*, and repeated in the *A. L. A. Primer*: "A library is not a business office; it's a center of public happiness first, of public education next." This emphasis of "public happiness first," and the educational purpose of the library coming in the second room, is very characteristic for the spirit at present most conspicuous in the library movement. I would not for a moment be understood as wishing to belittle the great importance of the public libraries in providing good and healthy reading for the toilers and workers in city and village for their leisure hours. But it seems to me that too much emphasis is given to this side of the library's work at the cost of its more serious aspect, to be a factor in the education of the people, and a place where scientific work and study may be pursued. I know that there are many libraries all over the country where this reversing of the aims of the library work is not found—and if I am not mistaken, Mr Dana's own library is one of them. It might perhaps be more a theory, a tendency, than an actual fact, but a theory that is not altogether un-

founded on facts, a tendency that is in danger of being more and more largely accepted.

If I should give a definition of a library, as I understand it, it would be something like this: "A library is not a playchamber, neither a mere business office; it is an educational and scientific institution *first*, and besides, a center, of intellectual and moral elevation." A library that lays great weight on the educational and more serious aspect of its work, does by no means need to neglect its character of a moral factor in the community. On the contrary, its work for sound moral and healthy tone will be greatly aided by the seriousness of its main purpose. But a library, managed on the "public happiness *first*" plan might easily fail as an educational institution; and, failing there, little remains to justify its existence.

To return to the library schools, and the assistance that might be expected from them in raising librarianship to a recognized place among the learned professions, I regret that the expectations seem not likely to be fulfilled for a good while to come. Whether Dr Pietsch's proposal to admit only university graduates into the field is a sound one, I am not prepared to say.

What is wanted is a school of bibliography and library science, affiliated with one of the great universities, under guidance of leaders of both scholarship and practical ability, and where would be studied what Sir William Hamilton calls "Bibliography in its nobler sense, and in its useful application; that is, the science which teaches us what are the books existing on each subject of knowledge, and by each several nation, and what are their nature, contents, and value;" a school where the methods in use in the best libraries in the world would be studied in the truly scientific spirit in which other subjects are approached in the schools devoted to their study.

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It does not matter how many, but how good books you have.—*Seneca.*

### News from the Library Field

#### East

Ira E. Sharp has resigned as librarian of Seymour (Conn.) public library and is succeeded by A. W. Holmes.

Dr A. Merrill has given Exeter, N. H., \$3,000, the interest of which is to be spent in buying books for the public library.

A new library of 35,000v. was opened July 18 at Norwalk (Ct.). It is free to the public and starts out well equipped.

G. A. Davis has offered to present the ground and a substantial building for a free library to the town of Felchville, (Vt.) if the stockholders in the present library will surrender their shares and if the town will furnish the books.

One of the plans for making the Boston public library more useful to the people is to enrich the delivery stations by keeping at each of them a collection of books which those who wish may read on the spot or may take home under the usual library restrictions. Where it has been tried this has been shown to be an excellent plan. In one case, where 300 books were on deposit, 80 books were taken out in one day. One of the most interesting features of the Boston library is the children's room. On its shelves are two or three thousand of the best juvenile books and some others—chiefly travel and biography—which, if not written for children, are read by some of them. Children of any age are welcomed at this room, and they may take any book from the shelves and read it at the tables. Only children 12 years old or more may draw out books, and they are aided in their choice by an attendant familiar with juvenile literature.

#### Central Atlantic

The Philadelphia free library receives \$1,000,000 from the city council for a new library building.

Helen G. Sheldon has resigned as librarian of Tome institute, Port Deposit

(Md.) and goes to Drexel institute, Philadelphia, as first assistant librarian, September 1.

The Dennis library, of Newton (N. J.), is receiving extensive improvements. It has now 5,000v. Sara Moore is librarian.

The preliminary steps have been taken for organizing a local library club for Pittsburgh, Allegheny, and surrounding towns. The title of the organization is under advisement. A meeting will be held in September.

Bellevue (Pa.) will receive a new public library building, with a fund of \$10,000, the proceeds of which will go toward the support of the library, by the terms of the will of the late J. B. Teece, of Bellevue.

The first of the free traveling libraries sent out by Philadelphia free library, July 20, has already proved a success. Librarian Thomson has received word that at the end of two weeks one-half the 100 books sent, were in circulation.

The two-card rule went into effect at the Carnegie library, Allegheny (Pa.). July 1, and in one month about three hundred non-fiction cards were issued. The library was closed for repairs August 3 to 31, for the first time in six years.

Esther E. Burdick, who has been acting librarian of Jersey City since G. W. Cole's resignation, was recently elected librarian. Local comment is very complimentary to Miss Burdick, and she starts in with the goodwill of her patrons and staff.

The new library of Columbia university, toward which President Seth Low has contributed \$1,000,000 as a memorial to his father, is beginning to show its commanding proportions and is being rapidly advanced. The building is classic in design and built from Indiana limestone. The capacity of the library will provide for 100,000 books, and there will be halls and rooms for student organizations, lectures, and other assemblies.

#### Central

Lamont (Ia.) has opened a free reading room and library.

Austin (Minn.) will provide a place for the public library in the new city hall which is to be built this fall.

Minnie Turner has been appointed librarian of East St Louis, with Laura Painter and Myra Gray assistants.

Mrs Susan C. Hoffman, public librarian of Ft. Wayne (Ind.) has resigned, and her place has been filled by Clara M. Fowler.

Eliza G. Browning was reelected librarian of Indianapolis public library August 7, and granted a month's leave of absence.

The report of C. F. Waldo, librarian of Jackson (Mich.), shows 81,442v. circulated during the year; number of volumes in library, 14,718.

James H. Asherbranner, for ten years librarian of New Albany (Ind.) public library, has resigned. His successor has not yet been appointed.

The directors of the Racine (Wis.) public library movement have elected the following officers: President, Charles Lee; secretary, Mrs S. E. Beebe; treasurer, C. L. Giesler.

The annual report of the Superior (Wis.) public library shows 12,361v. in the library and a circulation of 43,283v., 77 per cent of which was fiction. Mrs F. A. Freestone was elected librarian.

The board of trustees of Des Moines (Ia.) public library will levy a tax of four mills for the support of the library the coming year, and to assist in building a suitable home for the library. There are 15,750v. in the library which reached a circulation of 114,000 last year.

Irene Warren, of the class of '96 of Armour institute, began work in her new quarters as director of the library department of state normal school at Stevens Point (Wis.), August 18. PUBLIC LIBRARIES will be favored with short, suggestive articles by Miss Warren from time to time through the next year.

St Paul (Minn.) will expend \$900 the coming year on school libraries. The books in the list adopted by the committee ranges from Bryce's American commonwealth to Andersen's Fairy tales.

The annual report of the Withers public library, Bloomington (Ill.), shows the same to be in a flourishing condition. The two book system has been successfully introduced. The circulation for the year reached 87,882v. The number of borrowers for home use was 3,705; per cent of fiction issued, 81.

Oconomowoc public library is enjoying a boom in its finances through the kindness of the summer visitors, especially the theatrical people. Felix Morris and other professionals have arranged several entertainments for the benefit of the library fund which have been highly successful, financially and otherwise.

#### West

The public library of Butte (Mont.) has reached 20,000v. on its list of books.

A beautiful new library building has just been completed for Doane college at Crete, Neb.

Mary E. Robbins has resigned her position in the library of the university of Nebraska and will spend an extended vacation in travel.

Mary C. Gardner and Mary C. Pope, assistants in the public library of Helena (Mont.), attended the summer school in library science at Madison (Wis.).

Benjamin H. Barrows has been re-elected librarian of the Omaha public library. Edith Tobitt has been granted a leave of absence of four months from the library to attend a library training school.

A recent report of the library at Sioux Falls (S. D.) appeals to the public for greater interest in the institution. The library is carried on by a few ladies and the expenses are paid from private means.

The report of the public library of York (Neb.) shows a circulation of 8,000 of the 2,000v. making up the library. Owing to the increase in the patronage during the last six months, the quarters of the library had to be greatly enlarged.

#### South

The library association of Columbus (Ga.) at its annual meeting decided not to turn the institution over to the city, but to work for greater interest among the stockholders.

The newly appointed library commission of New Orleans, Frank Howard, president, has taken charge of the city library and will soon have it in order and open to the public.

A public library was organized in Richmond (Ky.) August 12. Mrs C. D. Chenault is president, Prof Charles Crooks secretary, and Thomas Arnold treasurer of the board of directors. Louise Crow is librarian.

The public library of Chattanooga (Tenn.) has received the valuable library of the late Dr J. E. Reeves. There are many rare and valuable medical works in the collection, as well as standard volumes on microscopy.

#### Pacific Coast

A new public library, well furnished, was opened in National City (Cal.) July 20. The library has already nearly 1,000v. and 25 of the leading periodicals.

The Santa Barbara library reports the results from the two book system to be very encouraging. During the past year 679 borrowers' cards were issued.

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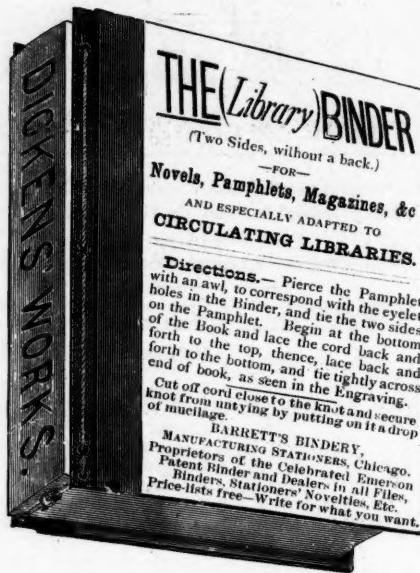
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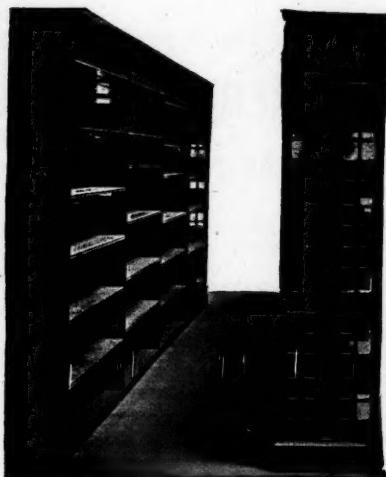
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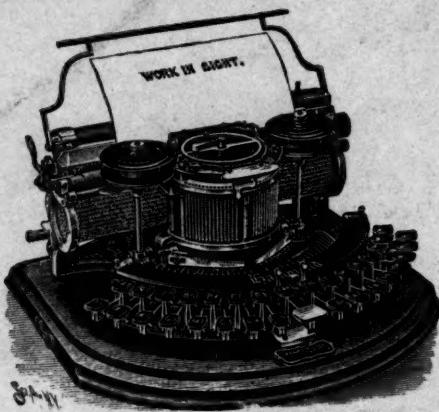
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